

New Jersey Core Curriculum Content Standards:
For Language Arts Literacy

STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Concepts About Print/Text

3.1.12.A.1 **Interpret** and use common textual features (e.g., paragraphs, topic sentence, index, glossary, table of contents) and graphic features, (e.g., charts, maps, diagrams) to comprehend information.

3.1.12.A.2 **Identify interrelationships between and among ideas and concepts within a text, such as cause-and-effect relationships.**

B. Phonological Awareness

No additional indicators at this grade level

C. Decoding and Word Recognition

3.1.12.C.1 **Decode new words using structural and context analysis.**

D. Fluency

3.1.12.D.1 Read developmentally appropriate materials (at an independent level) with accuracy and speed.

3.1.12.D.2 Use appropriate rhythm, flow, meter, and pronunciation when reading.

3.1.12.D.3 Read a variety of genres and types of text with fluency and comprehension.

E. Reading Strategies (before, during, and after reading)

3.1.12.E.1 **Assess, and apply reading strategies that are effective for a variety of texts (e.g., previewing, generating questions, visualizing, monitoring, summarizing, evaluating).**

3.1.12.E.2 Use a variety of graphic organizers with various text types for memory retention and monitoring comprehension.

3.1.12.E.3 Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose.

F. Vocabulary and Concept Development

3.1.12.F.1 Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.

3.1.12.F.2 Use knowledge of root words to understand new words.

3.1.12.F.3 Apply reading vocabulary in different content areas.

3.1.12.F.4 Clarify pronunciation, meanings, alternate word choice, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology resources.

3.1.12.F.5 Define words, including nuances in meanings, using context such as definition, example, restatement, or contrast.

G. Comprehension Skills and Response to Text

Literary Text

3.1.12.G.1 Apply a theory of literary criticism to a particular literary work.

3.1.12.G.2 Analyze how our literary heritage is marked by distinct literary movements and is part of a global literary tradition.

3.1.12.G.3 Compare and evaluate the relationship between past literary traditions and contemporary writing.

3.1.12.G.4 Analyze how works of a given period reflect historical and social events and conditions.

3.1.12.G.5 Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning.

3.1.12.G.6 Interpret how literary devices affect reading emotions and understanding.

3.1.12.G.7 Analyze and evaluate figurative language within a text (e.g., irony, paradox, metaphor, simile, personification).

3.1.12.G.8 Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement and understatement in text and explain their effect on the reader.

3.1.12.G.9 Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.

3.1.12.G.10 Identify and understand the author's use of idioms, analogies, metaphors, and similes, as well as metrics, rhyme scheme, rhythm, and alliteration in prose and poetry.

3.1.12.G.11 Identify the structures in drama, identifying how the elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) articulate a playwright's vision.

3.1.12.G.12 Analyze the elements of setting and characterization to construct meaning of how characters **influence the progression of the plot and resolution of the conflict.**

3.1.12.G.13 Analyze moral dilemmas in works of literature, as revealed by characters' motivation and behavior.

3.1.12.G.14 Identify and analyze recurring themes across literary works and the ways in which these themes and ideas are developed.

Informational Text

3.1.12.G.15 Identify, describe, evaluate, and synthesize the central ideas in informational texts.

3.1.12.G.16 Distinguish between essential and nonessential information.

3.1.12.G.17 Analyze the use of credible references.

3.1.12.G.18 Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.

3.1.12.G.19 Demonstrate familiarity with everyday texts such as job and college applications, W-2 forms, contracts, etc.

3.1.12.G.20 Read, comprehend, and be able to follow information gained from technical and instructional manuals (e.g., how-to books, computer manuals, instructional manuals).

3.1.12.G.21 Distinguish between a summary and a critique.

3.1.12.G.22 Summarize informational and technical texts and explain the visual components that support them.

3.1.12.G.23 Evaluate informational and technical texts for clarity, simplicity and coherence and for the appropriateness of graphic and visual appeal.

3.1.12.G.24 Identify false premises in an argument.

3.1.12.G.25 Analyze foundational U.S. documents for their historical and literary significance and how they reflect a common and shared American Culture (e.g., The Declaration of Independence, The Preamble of the U.S. Constitution, Abraham Lincoln’s “Gettysburg Address,” Martin Luther King’s “Letter from Birmingham Jail”).

H. Inquiry and Research

3.1.12.H.1 Select appropriate electronic media for research and evaluate the quality of the information received.

3.1.12.H.2 Develop materials for a portfolio that reflect a specific career choice.

3.1.12.H.3 Develop increased ability to critically select works to support a research topic.

3.1.12.H.4 Read and critically analyze a variety of works, including books and other print materials (e.g., periodicals, journals, manuals), about one issue or topic, or books by a single author or in one genre, and produce evidence of reading.

3.1.12.H.5 Apply information gained from several sources or books on a single topic or by a single author to foster an argument, draw conclusions, or advance a position.

3.1.12.H.6 Critique the validity and logic of arguments advanced in public documents, their appeal to various audiences, and the extent to which they anticipate and address reader concerns.

3.1 12.H.7 Produce written and oral work that demonstrates synthesis of multiple informational and technical sources.

3.1.12.H.8 Produce written and oral work that demonstrates drawing conclusions based on evidence from informational and technical text.

3.1.12.H.9 Read and compare at least two works, including books, related to the same genre, topic, or subject and produce evidence of reading (e.g., compare central ideas, characters, themes, plots, settings) to determine how authors reach similar or different conclusions.